

situation with care before we formulate a rule. If we make a rule against whispering, and cannot enforce it, we have lowered by several per cent. our pupils' estimate of our authority. While we should never make a rule that we cannot enforce, we should not be laying down rules that we do not intend to enforce. How soon the pupil learns to despise such rules and such teachers!

Whatever we say to pupils we should rigidly carry out. The criterion of our statements to our pupils should be the practicability of our execution of them. Pupils respect a teacher of acts, and despise one of words. To be a good disciplinarian is to be able to state in the fewest words your rules with the authority of certain execution. A gesture, a look, and a movement are far more effectual in some schools than a score of threats in others. A teacher who uses threats, lowers children to the level of unreasonable and unreasoning brutes. It is a more serious as well as a more difficult matter to deceive a class of twenty boys

between the ages of 12 and 14 years than as many hundreds of men.

The new teacher has on her side the advantage that the young child enters the lowest grade of the primary school with a high ideal of the teacher. If the teacher does her duty, that ideal will be strengthened, but if not, it will be rudely blasted, possibly never to return to life, at the beginning of the school year. The teacher must utilize the value of first impressions, and seek to create a favourable impression upon the new pupils. This is the time when the teacher should grasp firmly the reins of government, and not temporize till it is too late.

There is no maxim more valuable to every teacher than this "As is the teacher, so is the school." Let every teacher remember this in his daily work, and see to it that while he is disciplining the school, he does not forget to discipline himself. Obedience to the teacher's law should be the sole rule of the school-room, but no teacher should require other than reasonable commands.—*James D. Dillingham, Tom's River, N. J.*

SECONDARY SCHOOLS.

BUT by far the most important and far-reaching step taken at Saratoga, was the action of the Council and Board of Directors in resolving to undertake some specific pedagogical investigations. The committee appointed at Toronto also reported in favour of this step. The specific action taken grew out of a conference of representatives of colleges and secondary schools called, by authority of the National Council of Education, to meet in Saratoga, on July 8. This conference was well attended, some thirty leading institutions having sent delegates. Harvard, Columbia, Cornell, Vassar, Uni-

versity of Nebraska, University of California, Oberlin and Wesleyan were among the colleges participating. After a careful discussion, extending over three days, it was decided that a special effort should be made to improve and systematize the work of the secondary schools. It was agreed that uniformity in their work, and a single curriculum as a preparation for college, were neither possible nor desirable. On the other hand, it was felt that the twenty odd subjects taught in secondary schools should be carefully examined by specialists with reference to these four points: (1) What topics of each subject should be